

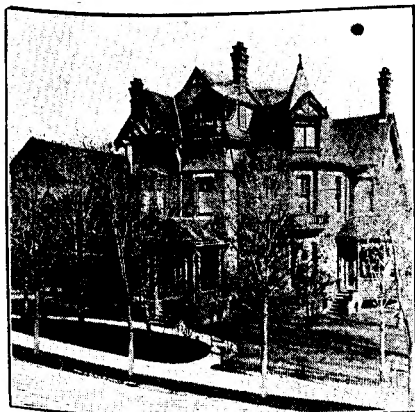


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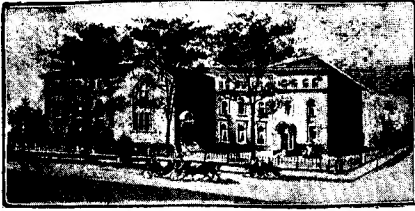
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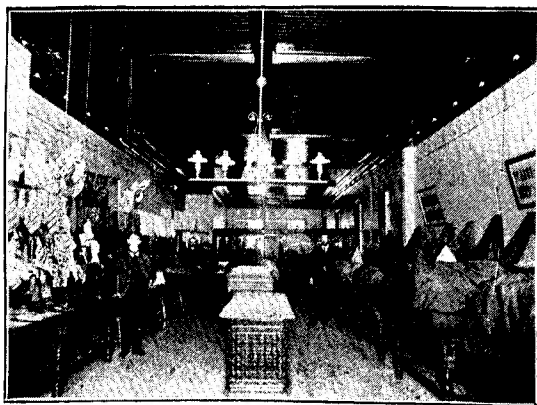


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QUEEN'S UNIVERSITY JOURNAL



VOL. XXX.

FEBRUARY 20, 1903.

No. 7.

MEETING OF UNIVERSITY COUNCIL.

AN open meeting of the University Council was held in Convocation Hall on the 9th inst. for the purpose of extending a formal greeting to the new Principal and transacting business in connection with the installation next October. As this was Principal Gordon's first meeting with the Council as a body, Chancellor Fleming took occasion to address those present on matters touching the interests of Queen's, past and present, and, in the name of the University authorities, to welcome Dr. Gordon as the new head of Queen's. Principal Gordon, replying to the Chancellor's address, expressed his views as to the true functions of a university.

We are pleased to be able to present the addresses of Chancellor Fleming and Principal Gordon.

CHANCELLOR FLEMING.

Members of the University Council:

"This is the first occasion since the appointment of the Rev. Dr. Gordon as Principal, that he has met the University Council. It seems to me, therefore, most fitting that we should review the progress we have made in recent years and consider our present position.

"In the year 1879 I had the great satisfaction of taking my place at the Board of Trustees with Dr. Gordon. During the greater part of the intervening 24 years he has been removed to parts of Canada at a distance from Kingston, while it has been my own greater happiness to have been more closely identified with the University than when we were associated as trustees. In these 24 years the students in attendance have increased in number nearly five fold.

"It is a matter of great gratification to the University Council to welcome here once more our old friend and former trustee. It is especially gratifying to receive Dr. Gordon as the executive head of the University. In 1879 Queen's had turned over the first page in her history. That page had been marked by many discouragements and vicissitudes, but the new page then opening has been characterized by marked progress and brilliancy. Before 1879 we had really no college buildings except the one that has since been enlarged for the use of the Medical faculty. In May of that year we had the distinguished privilege of having the foundation stones of our first Arts buildings laid by the representa-

tive in Canada of our late most gracious Queen, and by Her Majesty's illustrious daughter, the Princess Louise. On that occasion, too, we had the assurance of the genuine friendship and co-operation of the people of Kingston, as the then new Arts building, still an imposing structure, was erected by the liberality of the residents of the city. It is a noteworthy fact that the affection of the citizens of Kingston has never faltered, but has increased with every passing year. It is indeed a proud distinction which Queen's can justly claim that she rests on the support and affection of friends and benefactors, not only in Kingston but throughout the Dominion.

"In the first Arts building opened in October, 1880, a reasonable development of the University was contemplated, but, no one at that date anticipated that in less than twenty years it would be absolutely inadequate for the extraordinary increase in students. When that building was ready for occupation the total number of students in every faculty was 170 all told. To-day they number no less than 840, showing a remarkable numerical increase.

"The expansion has been an all round expansion, which unmistakably indicates the health, vigor and vitality of this seat of learning. The University has not failed to grow in any direction. The large group of buildings which we see around us gives the best external expression of this growth, and, in some respects, its actual measure.

"The increase in its Faculties, its Professoriate, and its students, is the internal growth which necessitated the outward increase of accommodation.

"For twenty years preceding 1879 the University had barely held its own. Since that year it has advanced by leaps and bounds. In 1880 the first fruits of Principal Grant's heroic labours appeared in the *then* new Arts building.

"In 1884 the testing time came. Then arose the agitation for federation with Toronto University. Had she not then felt the new life strong within her, the results might have been otherwise. It was a critical question for Queen's, and felt to be so. But the decision was soon taken, so characteristically expressed by Principal Grant in the saying that "Queen's roots were in the ground, not in the air," and that she would stay where she had first taken root.

"The question was submitted to the graduates and friends, and with almost absolute unanimity they said with the Principal "that to move her would be to sever Queen's from traditions, associations and affections, the very source of her growth and life."

"It was felt then as it is felt now, that there is a pressing need for such a university in Eastern Ontario, and that the removal of Queen's would be a deep injury to the cause of higher education in the Province. The wisdom of this decision has been fully vindicated.

"No one would now contend that Ontario would be better off had Queen's been absorbed by Toronto twenty years ago. Having elected to stay at Kingston, she must needs progress, and the next development of Queen's was on the Science side.

"Public spirited men from all parts of Eastern Ontario urged the Govern-

ment to establish a Science School at Kingston in connection with Queen's. and Sir Oliver Mowat, then Premier, after careful consideration, determined to yield to the request, provided a corporation was organized for the purpose, and a sufficient amount of money raised to guarantee the success of the enterprise. The result of these efforts is witnessed to-day in the School of Mines, Agriculture and Forestry.

"In 1892 the University Council brought to a successful issue negotiations for affiliating the Royal College of Physicians and Surgeons. That college became the Medical faculty of Queen's, with 105 students. The present number is 203. That is to say the students in attendance have nearly doubled.

"In 1894 Prof. Dupuis brought before the University Council and the Board of Trustees a scheme for the establishment of a Faculty of Science.

"The scheme was favorably viewed by the late Principal, who reported that the time had come when Queen's should organize such a Faculty to give theoretical, and, as far as possible, a practical education also, in the various branches of Applied Science. It had been pressed on his attention by students and benefactors at different times in various parts of the country. He saw that there was an increasing demand for such education, and bequests from the late Mr. Roberts and Mr. Doran rendered it possible to begin such a Faculty, so important in our age and in every new country.

"The Senate prepared a syllabus and the council passed a resolution un-animously adopting the scheme. Immediate action was thereupon taken and the result has more than justified

the wisdom of the scheme and the confidence reposed in Professor Dupuis.

"Such in a few brief words is the story of the progress of the University, and whilst the body corporate has been growing and expanding, the spirit has not slumbered. The men who founded Queen's were endowed with breadth of mind. They were representative sons of Scotland, loyal to the State, loyal to education, and loyal to their Church, too, but free from all spirit of intolerance. In founding a university they must not divorce education from religion—it would have been contrary to their traditions to do so, but neither did they desire a denominational institution. The Royal Charter truly expresses their purpose in these words: "the establishment of a college in connection with the Church of Scotland for the education of youth in the principles of Christian religion and for their instruction in the various branches of science and literature." That there is nothing of a sectarian or denominational character designed is made manifest in the further words, coming as from the lips of Her Majesty the Queen: "We do further will, ordain and appoint that no religious test or qualification shall be required of, or appointed for, any persons admitted or matriculated as scholars within our said college."

"The founders, and the men who have shaped the history of Queen's had in their mind an ideal university; they had before them as models the great Scottish Universities which are national, not denominational. This spirit always prevailed. In 1874 the desire had grown for broadening the constitution of the University. At that date the University Council was cre-

ated by the wisdom and sagacity of Principal Snodgrass and Professor McKerras, in consultation with the Board of Trustees. In this Council, graduates of all creeds and denominations have regularly met and deliberated respecting every matter affecting the welfare of the University, and it may with truth be said that all the most important advances of the last 25 years have been either originated or promoted by the Council. Thus it is obvious that the broad spirit inherited from the founders has permeated the whole body and may be taken to explain the marvellous vitality and growth of this seat of learning. This liberal spirit was again manifested in 1889 when the Parliament of Canada was asked to broaden our constitution with the view of increasing the efficiency, and extending the usefulness, of the University. An act was then passed enabling the University Council to elect from amongst their numbers five members to sit in the Board of Trustees, irrespective of creed. These members represent the whole body of graduates.

"The University has reached a position where the interests committed to her extend far beyond the bounds of the Presbyterian Church. This was recognized from the first as implicitly inherent in her constitution when her charter stated that her education must be open to all, irrespective of creed. It was inevitable that the University was designed to be free and open, and that the students were to be under the best influence of eminent professors. This condition of things the Church recognized in 1875, when at the union of the different branches of the Presbyterian Church the position was taken

that Queen's was an institution extending beyond the sphere of the Church.

"This condition has become more and more manifest, and has been fully recognized by the Church and the country.

"It is this continued growth and expansion which make it imperatively necessary that the frame of the constitution should be properly adjusted to the actual facts.

"This does not suggest or imply that there shall be any break in the friendly relations which exist between the University and its mother Church. That is a relation which cannot be broken. The historical and traditional connection must always remain—and continue to influence most deeply the destinies of Queen's.

"In the broadening process that has gone on, there has not been any severing of old ties or affiliations. The enlargement of the constituency has meant the gaining of new friends, not the dropping of old ones. Each step taken has had the approval of the Alumni and benefactors, including the mother Church, the greatest benefactor of all.

"When it was proposed to make the change in the constitution which had separated the University from its historic connection with the Presbyterian Church, the first step taken was to consult the Church itself, and the answer given by the Church is recorded in the minutes of the General Assembly held at Halifax in the year 1900. It expresses approval of any well considered change in the constitution of the University which would still further increase its public usefulness by making the body of Trustees most com-

pletely representative of the undenominational character of the work to be undertaken.

"A meeting was then called of the Corporators, Trustees, Senate, Council, Graduates, Alumni and benefactors of the University, which was held at Kingston in November, 1900. At that meeting the matter was fully discussed, and finally, after prolonged deliberation, extending over two days, it was unanimously resolved to proceed with the contemplated constitutional changes in order to effect the more complete nationalization of the University. The minute embodying the result of that convention sets forth that the growth of the University has been marked by the cordial support and encouragement of men of all shades of religious opinion, by a constant increase in the number of students and graduates who were not Presbyterians, by the University becoming an integral part of the educational system of the Province, and the conclusion reached is, that in the judgment of that convention the Governing Board of the University should be undenominational and should be in a larger degree than at present directly representative of the graduates and friends of the University.

"The General Assembly committee met the Trustees in Knox College, Toronto, on Dec. 6th, 1900, and after full consideration approved of the proposed changes. In June, 1901, the General Assembly at Ottawa confirmed this report and appointed a new committee to assist the University in working out the proposed changes. This committee met in this building on the 29th and 30th of April last, and made further progress in perfecting

the details of the scheme which had been outlined by Principal Grant, to give effect to unanimous wishes of the University constituency. At this stage matters still stand. The report of that committee may be found in the minutes of the General Assembly of 1902.

"What is taking place in Queen's is the historical repetition of that which for centuries has been going on in Europe. The Universities of Europe with scarcely an exception began their life under the motherhood of the Church, and in process of time outgrew their early constitution. We have seen the process taking place in our own day, in Oxford and Cambridge, when they were, for the first time, freed from religious tests. Again, we find in Scotland three great universities which were founded three or four centuries ago by the Roman Pontiff. These seats of learning adjusted themselves to new conditions which time had wrought. So Queen's, as a living organism, the gift of the Presbyterian Church to the Canadian people, carries with it the power of readjustment and adaptation to ever-changing conditions in national life.

"In receiving our new Principal, I extend to him, on behalf of the University Council, the most cordial greetings. On his return, after many years, he will find the whole atmosphere of Queen's undiminished in hope and enthusiasm. He will find an increased determination, if it be possible, to open wide the doors to all creeds and classes. He will see that no university in the land can be more truly national in her spirit, in her work, and in her aims. Our legal constitution in process of development will be moulded to meet new

conditions, but whatever form it may assume, I feel satisfied that the public will never forget the debt of gratitude which they owe to the founders, and still more to the church by which it has for long years been fostered, and by which it is dedicated in its matured condition to the high purpose of educating the youth of Canada.

"Accept my hand, Principal Gordon, in token of the great satisfaction this Council has in having you with us."

PRINCIPAL GORDON.

Mr. Chancellor and Members of the University Council:

"I am grateful for this opportunity of addressing you and of coming into closer touch with you in regard to matters affecting the work and welfare of the University. I came at your call and, had it not been for my confidence in your sympathy and support, I could not thus have answered your request, for I came to take up work laid down by him who gave unstintedly his splendid powers to make Queen's what it is to-day. I need not try to picture him to you, for you all knew him and you can never forget him; brilliant, versatile, fearless, indefatigable, strong and ready to help, spending himself without measure for the cause or the person he befriended.

"One who never turned his back but marched breast forward,

Never doubted clouds would break,
Never dreamed, though right were
worsted, wrong would triumph,

Held we fall to rise, are baffled to
fight better,

Sleep to wake."

My supreme encouragement in accepting the office vacated by my life-long friend is found in God's promise to

Joshua, when calling him to succeed the great lost leader, "As I was with Moses, so will I be with thee."

"Since my first acquaintance with this University, it has lengthened its cords and strengthened its stakes beyond all our early expectations. Its life has become more complex, its agencies and influences more varied and extensive. It has greatly developed its power to impart that general culture for which a university should always stand; and it has largely increased its facilities for providing the special and technical instruction demanded of an efficient modern university. Along both of these lines Queen's has cherished lofty ideals and has tried to be true to them.

"What do we expect of a university? On the one hand the university takes young men and professes to direct them along such lines of study as shall call forth and strengthen their faculties, quicken their capacity for service, acquaint them with the ripest thoughts of the best thinkers, enrich them with lofty ideals, broaden their views and their sympathies, and enable them to act in the interests of life in more correct relations. A man's life consists not in the abundance of that which he has, but rather in the abundance of that which he is, and in all education the development of the man himself is the essential matter. Wisdom is to be valued, not merely as a means to an end, but for its own sake, apart from any wealth or fame or worldly comfort that it may enable a man to win. He is a rich man who can truthfully say: "My mind to me a kingdom is." Looking upon the young man who spends the strength and effort of years in acquiring scholarship

that may have no immediate money value, some are inclined to ask, "To what purpose this waste?" But the outlay is not waste if it enables him, with cultured taste and with a broad, liberal intelligence, to hold converse with the great minds of ancient and modern times; not waste if it has so built up his being that he can take a wider outlook upon the world, can see more of the meaning of life, can realize his kinship with the loftier spirits of his race.

"That is one function, one purpose, one ideal of the university. Yet not the only one, for a man's life consists not merely in the abundance of that which he is, but also in the abundance of that which he can do; and so the university, more especially in our modern conception of it, seeks to qualify many of its students directly for their life-work by the technical schools in which, along various lines, special training is provided for them. The efforts in this direction were formerly restricted to what were called the learned professions—law, medicine and divinity. But learning, scholarship, intellectual effort and attainment are not confined to these callings. They are required in many other fields of activity, and the university tries to meet this demand. Along the many lines of applied science, technical schools are being equipped. The engineer is as thoroughly trained as the physician. And there is no special limit to be set for such schools, no select circle of intellectual or professional activity to which the privilege of special training should be restricted. Chemistry is as important in agriculture and in manufacturing as in medicine. A scientific training may be as helpful in for-

estry as in engineering. Science is democratic, not exclusive, and the vast increase of scientific studies conducted in these later years in well-equipped universities has widened the bounds of university life, and has increased its value to the nation.

"The university itself has profited by this extension of effort, this reaching forth to meet the wants of those who along different lines of work require a scientific training, because the technical school, by constantly directing its aim along practical lines, has in some degree compelled the University to measure its work by new tests, to apply new standards of value to lines of study. At the same time, the technical school gains greatly by having its students brought in contact with the general culture of the University, for they thus learn that utility is not the only test of value, that the so-called practical studies may tend to narrow the man who ignores the claims of history and philosophy, of literature and art, and that, indeed, all studies are practical which enrich the life of the community.

"There is, no doubt, the tendency on the part of the student to rush quickly into the technical school, ignoring that wider University course, which aims at general culture rather than at special instruction. In many cases, this may be due to the pressure of circumstances, to the need of quickly reaching a position of self-support, but a general University training is of serious importance for all who can secure it or who can take advantage of it. Ask the foremost men in any profession—law, medicine, engineering—and they will tell you that the chief need is for the man of large views, well-trained judgment, capacity to in-

itate new movement, with that wider outlook that comes from general culture rather than from any special training. In every department there is the need of educated leadership. No doubt men must specialize if they would succeed, but the danger in all technical education is that we specialize too soon, and so become narrow and weak. It is one thing to bring a broad grasp and wide vision to a focus on some special subject of enquiry, but quite a different and altogether poorer thing simply to hold and see that special object without the capacity to take a wider grasp, or the knowledge that there are any other possible points of view. Even in training men for special work, the University seeks to make them all the better specialists by making them something more than specialists. It aims at providing a group of influences that shall act upon the student in such a way as to call forth and strengthen his faculties, uplift his ideals, broaden his horizon, enlarge his range of vision, bring him in touch with the best of human achievement. Doubtless a young man may have this done for him without entering a university. Intimate intercourse with some great men, some strong outstanding personality may do it. Garfield is reported to have said that Mark Hopkins at one end of a log and he himself at the other was all the college he required. Those of us who had the privilege in our university course at Glasgow of enjoying the friendship of Dr. Norman Macleod frequently felt that he was more to us than the whole college faculty. At the same time, there are few great men, and they are within the reach of only a very small number of students. But the university comes in to be, in its united in-

fluence, like some outstanding personality affecting the life of those whom it reaches, opening their vision, quickening their efforts, building them up in mental and moral vigour, touching their life to finer issues.

"Now, in trying to prescribe the course of studies to be pursued by those who seek its guidance, the university is constantly exposed to criticism. Some would reject all classical training as antiquated, contending that sufficient allowance had not been made for modern scientific studies, and that, even with the great variety of options now open to the student, the curriculum is still encumbered with some unprofitable subjects. But let us not too hurriedly cast aside the course of training that for centuries prevailed when the ancient classics, philosophy and mathematics were considered the essentials of a liberal education. It may certainly be claimed for each of these departments of study that it tends to develop the student, to train his judgment, to enlarge his intellectual capacity.

"The study of the classics may not be of great importance as a mere source of information, since most of the great works of Greek and Roman genius that are known to us are accessible in the form of translations, and the knowledge of these languages is less necessary to-day than formerly, as books are now so rarely written in them. The growth of modern literature has changed the relative value of the classics, but still it is well worth our while to know something of those remnants of ancient literature that have survived through so many centuries. Our modern thought and life have been greatly affected by them. The study of them tends to make us

respectful towards the past. It is essential, too, if we would perfectly know our own language, and even the best translation fails to express the full meaning of Greek and Roman writers, just as the plaster cast, however helpful, fails to fill the place of the original marble statue. Indeed, the study of the classics has, for purposes of mental training, a peculiar value. No two languages absolutely correspond in vocabulary or in construction. It is, therefore, impossible to render expressions and idioms of one with perfect accuracy in terms of another. We may reach a close approximation, but never a complete equation. Yet this very fact, with the consequent effort to get the best possible rendering, may make this department of study a helpful training for dealing with many of life's practical problems, where we must often accept and act upon a fair approximation, unable to get a complete solution.

"The value of philosophical studies. of logic, psychology, metaphysics, none would be inclined to call in question. The study of the mind itself, the investigation of the powers and processes of thought, the examination of the very faculties by which we do examine things and become acquainted with ourselves, the outer world and God. this, with the many problems and obstinate questionings which it implies, is a department of study so manifestly important as to need no advocacy. Whatever be the information we may gather from it, or the conclusions to which we may be led, we may admit with Sir William Hamilton that it is fitted to show us at once our weakness and our worth, and be the discipline alike of humility and of hope.

"As to the value of mathematical studies, this may be even more quickly recognized, and more generally admitted, for these not only furnish tools for work in fields of science, but they possess a special value in mental discipline: they train the student to accuracy of thought, leading him to seek for clear conceptions, to make sure of what he does know, and not to rest content with shadowy or uncertain fancies. So, too, the value of history and of English literature in a liberal education will pass unquestioned.

"But, however much may be said for this old familiar circle of subjects, we cannot regard it to-day as the necessary course for a liberal education. Other subjects have forced their way to recognition, possessing high value not merely for the direct results they yield, but also for the mental and moral discipline they furnish. This merit is claimed not only for such studies as political economy, but for the whole round of the physical sciences. In the study, for instance, of chemistry, biology, mineralogy, and kindred subjects, you are not only reaching results that may have a direct bearing upon material progress and upon the increase of wealth and of general comfort, but you are engaging in work of a high educative value. To pursue those studies successfully demands and develops accurate observation, patient investigation, careful induction, with loyalty to truth, freedom from prejudice, and faith in the ultimate issue of honest inquiry. All scientific study of nature is, to use Kepler's devout expression, "thinking God's thoughts after Him," and faith in the uniformity of law, which is the presupposition of scientific inquiry, is really incipient

faith in a moral order of the universe.

"Our modern modes of thought and life tend more and more to emphasize the sciences, and thus the boundaries of university education have of necessity been widened, until we are perplexed by the number and variety of subjects. Amid such variety selection must be made, for, however eager a student might be to annex all possible realms of knowledge, the function and purpose of university training is not to store him with every kind of information, but to direct him in such studies as shall most surely tend to develop the man himself. Here, of course, a large freedom must be allowed to the student, and a fair list of options is offered him, but to some extent the university must choose for him before he shall choose for himself, and in choosing, in arranging the courses of studies, the university must have regard to general culture before passing to lines of special training.

"Alike in the matter of general culture and in that of technical training, the university can never reach the limit beyond which no change or expansion will be called for. Here as elsewhere there is for us no finality, no point where we may say, "Let us rest and be thankful."

"New occasions teach new duties;
time makes ancient good uncouth;

"They must upward still and onward,
who would keep abreast of
truth."

I need not emphasize what is known to every member of the Council, that this has always been the policy of Queen's. The effort has been to give to the student the wider outlook, the larger sympathy, the loftier ideals of general culture, before he turns to the technical training of his own particular calling.

for the man is greater than the professional. Even if he be unable to take the full Arts course, his special studies may be so arranged that they shall not be merely technical—what a member of our staff calls "virulently scientific"—but they shall combine, in some degree, broad, general culture with technical education.

"Now, along both these lines a living university must be ready from time to time to make room for change and growth. Our idea of the subjects most essential for general culture, of the studies best suited to develop a young man's mental and moral faculties before he specializes in any direction, must be kept open for revision and enlargement. We cannot afford to bind ourselves to any stereotyped course. However great the wisdom of the past, however excellent and well chosen the lines laid down by the fathers for our guidance, yet "the thoughts of men are widened by the process of the suns." We come to recognize the value for general culture of new departments that have been opened up, as has already been the case with the physical sciences. Or, it may be, we come to lay fresh emphasis on studies once familiar that have been dropped out of sight. It seems very strange, for instance, that in a Christian land, where almost the entire population profess the Christian faith, and where, with scarcely a dissentient voice, the leaders in every line of social, commercial and political progress regard the Christian Scriptures as the guide to their life and the best of all literature, so very little is done to give a university student any light or help towards the knowledge of our English Bible. I do not now refer to the study of Theology, which is, indeed, the crown-

ing study, the science of sciences, to which philosophy in its loftiest achievements is but the introduction, and which, let us hope, shall in the future as in the past, find fitting recognition in Queen's. I refer simply to the study of the Bible as a department of general culture, with which every well educated man should be familiar. This marvellous book, which comprises a priceless and peerless literature, is relegated to theological halls as if it had been intended only for divinity students. We profess to take our morals from this source, and yet, instead of making our youth familiar with it in the university, we feed them on the very different morals and far inferior ideals of ancient Greece and Rome, much of which they must unlearn in later life. We desire our students to know their own language in its purity and to be familiar with the best thoughts that have been expressed in it, and yet we fail to introduce them to this "well of English undefiled" and to those glowing thoughts of Prophet, Psalmist and Apostle, to which no other literature makes approach. We direct them in their study of history, trying to make the past unfold for them its lessons and to picture the men most worthy of imitation, and yet we are silent about the course of that onward movement presented in our Holy Scriptures which gives us the true philosophy of history, and silent about those lofty souls who are the inspiring leaders of the Christian world. There are many reasons why the English Bible should find some place in the curriculum of a Christian university. I know no valid reason why it should not; and it may be that here, in Queen's, we have the freedom and the facility for ren-

dering specially helpful service to our students in this important field of culture.

"As with general culture, so with technical training; the university should stand ready to extend its help in all possible ways, careful, of course, to set the first things first, to take the claimants for its support in the order of their public importance so far as the means at its disposal may permit. For the university stands for service, service of the highest kind, service to the largest possible number and along the greatest possible variety of lines. True, it must be always only a small minority of citizens that will avail themselves of the university training but it is well for the university and well for the State to have this minority represent and influence a large number of callings. There is a certain type that some regard as the perfect product of university life and training, the man who is well informed but exclusive, critical, reserved, oracular, a consciously superior person. But, instead of aiming at producing this kind of scholar, is it not rather the true aim of the university to stretch out its hand to the representatives of many classes, to help them climb the heights from whence they can get clearer, truer views of life and its manifold interests, to lead them along lines where they shall find their own life unfolding into greater fullness and perfection, to fit them for larger and ever-increasing service to their fellows? The production of a narrow and exclusive circle of scholars is not the main achievement of the university; rather it is the wider extension of learning, the broadening of intellectual privilege, the enrichment of the nation at every point at which, by

means of its great variety of students, it can reach the life of the people. The university recognizes that true wisdom does not sit solitary, that she is not exclusive, cut off in fancied superiority from fellowmen, but that she "rejoices in the habitable parts of the earth and her delights are with the sons of men." Hence the aims and the ideals of a university must be national. Sometimes it may be denominational in name and yet national in outlook and effort. Or it may be national in name and yet narrow and sectarian in spirit and in work. But it fails to fulfil or even to recognize its true purpose unless it broadens its range to include a national horizon and takes up its burden of service to the country at large.

"I think we may claim that his has always been the ideal of Queen's, and in trying to realize this ideal, Queen's has put forth her efforts to serve the country in a growing variety of ways frequently taking the initiative in higher educational movements. Although lack of resources has prevented her from extending technical education as widely or as rapidly as might be wished, yet her students have been able to take advantage of facilities otherwise provided for this purpose. Thus the School of Applied Science—of Mining and Engineering—which through private beneficence, backed up by Government assistance, has been established at Kingston and which is in affiliation with Queen's—furnishes the technical training desired by many of the university students; and the value of this school is shown by the increasing number in attendance and by the positions of trust and usefulness already occu-

pied by many graduates. To this School of Mining it is proposed to add a School of Forestry. We Canadians are gradually becoming aware of the importance of caring for our forests, its importance to the nation at large, to the governments of the different Provinces, and to the vast industries dependent on the lumber trade. The Board of Governors of the School of Mining in making this new departure in connection with forestry, have been greatly encouraged by the pledge of Government assistance; for the aid given to the School of Mining has been amply justified by the results, as, it is confidently expected, it will be with the School of Forestry.

"The course of lectures lately given here by Professor Fernow convinced all who heard them of the need of introducing scientific forestry into Canada; and a School of Forestry seems to be essential for training competent men who shall make the most and best of our forest resources, even in the interests of the possessors of timber limits, still more for the welfare of the Crown lands as a national asset. Looking at the forest resources of the country, there is no point at which this department of study could, for the public weal, be so effectively carried on as here at Queen's.

"There are also other interests that might well ask the university for light and leading, men of other callings that might ask what we can do to fit them for their work so that they may be equipped for the most helpful service to the nation. When, for instance, a young man desires to take up journalism and comes to the university for guidance, what can we do for him? The printer's office was Joe. Howe's

college, and it has been the training school for not a few of our most prominent public men. But the race to-day is to be won by the well-equipped. Here is a calling that has great and increasing influence. The journalist is one of the most active and powerful educationists of our day, doing much to mould the opinion and life of the people. Can the university do anything to help him qualify for his profession, anything more than merely passing him through such classes as he wishes to take? Can it select and combine a course of studies for him more wisely than he could choose for himself—for instance, of languages and philosophy, of history, political economy and literature, giving him some helpful training in his life-work? It can; and here in Queen's, although the selection of studies for this purpose has not been formally made a special course, yet, under the guidance of a member of the staff, such a choice of subjects has been made and is being followed with a view to special preparation for journalism.

"The same may be done and is, indeed, here being done for young men who look forward to a mercantile career. It is often asked: has the university no special help for young men who look forward to commercial life? We know that the manufacturer is dependent on the investigations of science; the pulp mill and the iron works require their chemists; the university laboratory, if properly equipped, should be a field for research that tells on the commerce of the country. All this we recognize, but if there come to us a young man who desires to fit himself for dealing in a large and effective way with the work and prob-

lems of a mercantile career, what help can the university offer him? This at least, we can do: we can select for him from our lists of subjects a course or group of studies that shall be specially suited to prepare him for commercial life, studies, for instance, in English language, literature and history, in political economy, in mathematics, in modern languages, and in some branch of science or philosophy. This is already being done here, and, under the guidance of a member of our staff, several are pursuing such a special course. But the young man himself should largely be relieved of the difficulty and uncertainty of selecting a course of studies. He has not the experience to do this wisely. He should feel entitled to turn to the university for guidance. The Faculty, rather than the individual, should suggest and choose the course of study most likely to prove helpful to him in dealing with the problems that must face him in business and in citizenship.

"At the same time those who seek to be thus fitted for commercial life must remember that the university cannot give the technical training of a merchant's office. Merchants and bankers would not wish it to attempt this, for they have their own way of doing it. And they must also remember that the value of any university training to a young man going into business depends on the spirit with which he takes up his duties after he passes from the college class-room to the commercial office. He may foolishly assume that he is already superior to some of the clerks who were in the office before him, and may be unwilling to begin where they began. If so, his college training has seriously unfitted him, blinding him to his need

of that technical training in which he is as yet inferior to those who may not have his general education or ability. But, if he is willing to learn, he may find that, after mastering the office duties, he can bring to the general business an insight, grasp and breadth of knowledge, such as will enable him, other things being equal, soon to forge ahead of his less educated competitors.

"These are illustrations of the way in which the modern university may extend its helpfulness to the nation, touching the life and welfare of the people at many points, which in the older idea of the university could not be taken into account. The important fact is that the university stands for service—the highest kind of service—to the nation. The material help it gets is given back transmuted into intellectual and moral aid and multiplied a thousandfold. It is possible that it may render the largest service by giving rare and exceptional education to a few who become prominent as leaders of their fellows; eventually, however, its value must be measured by the extent of its influence, by the number whom it can reach and serve, for, with the college as with the individual, "he that is greatest of all is servant of all."

"(Of course, if this be the ideal that is cherished, there can be no finality in the life and progress of the university. Its face must be turned towards the future, ever growing to meet the growing needs of the community. For the fulfilment of such an aim, the university must, of course, be always in want of funds, with ever new demands upon its treasury, and, therefore, with ever fresh appeals to friends and benefactors. I need not remind you that this has been characteristic of the his-

tory of Queen's. This university was founded in faith and self-sacrifice, and by faith and self-sacrifice have its walls been reared; nor do I know a firmer foundation or more binding cement. Hitherto it has been upon the moderate contributions of many friends that Queen's has had to rely. Is it too much to hope that the time has come when, from among her wealthier friends, some may come forward to assist her with larger gifts than she has yet received from individual benefactors? It is difficult to suggest any other lines by which the wealth of the rich can so largely benefit the nation as through the upbuilding of a vigorous and progressive university, which seeks to recognize and meet the people's needs in higher education.

"If any have withheld their support on the ground that Queen's was denominational, that plea is no longer truthfully possible. Even when denominational in name, this university was national in spirit, and we expect to have it made as national by statute, as it has long been in practice. This is but its natural development along the lines of its past history, the result of its growth into a larger life than was contemplated for it by its founders. Locally, it has become the university of Eastern Ontario, from which it draws the majority of its students, but in character, in aim, in service, it is national. It has its friends, benefactors and graduates throughout the country, a constituency distinctively its own, whose members are united by their loyal attachment to the university and by their interest in its progress and prosperity. One after another passes away from her council board and from her list of benefactors, but Queen's remains a living, growing

organism, not dependent upon even the wisest of her counsellors, or the most bountiful of her benefactors, because drawing to herself, by the very power of her vitality, the elements requisite for her support. The life so strenuously maintained in the past, so vigorous and helpful to-day, is the best pledge of what awaits her in the years to come; and our hope is that with increasing equipment, by wisely directed effort, through the earnest co-operation of all who seek her good, Queen's may share and may assist the expanding life of our country, and may from year to year become more capable of rendering the loftiest kind of service to the nation."

IN MEMORIAM.

DR. SMYTHE.

The late Dr. Smythe, whose photograph appears in this number of the JOURNAL, will be greatly missed in business and social circles in Kingston. The sudden call which came to Dr. Smythe was a great shock to his many friends; and all who knew him will feel that an estimable and useful man has gone. Dr. Smythe was a good friend of Queen's, and at one time served as a member of the University Council. When the call came Dr. Smythe was on his way to the University to assist in awarding honours at the Kingston-Varsity debate.

MISS GRANT.

IT was little more than a year ago that it fell to the lot of the students' paper to chronicle the death of one of the girls in attendance at the University. Once again the ranks are broken, once again we mourn the departure of one whom all of us knew and all of us liked. Miss Flora

Grant, a member of the Junior year of Queen's, passed away at the General Hospital on Wednesday last, the 18th inst., after a short but very severe illness. Before Christmas she had not been by any means herself, and we hardly expected to see her return when the holidays were over. But it was not long before she was forced to lay aside her work, and all too quickly we learned that her earthly tasks were really over. No one doubts the real and deep-felt sorrow that moves the heart of every student who knew her, and especially of the girls, with whom Miss Grant was in daily touch. Her frank, whole-hearted sympathies were always enlisted in behalf of friends and acquaintances alike, and one instinctively turned to ask her advice and opinion on disputed questions, sure of that helpful response which sprang from real interest and sane judgment. If sunny temperament and large kindness help to make this work-a-day world a little brighter, then surely we Queen's girls have lost a good deal of sunshine from our academic circle. It seems hard to have her go, hard for a young girl full of life and enthusiastic enjoyment of its good things, to drop her tasks all so quickly and pass from her round of college duties out into the great unknown. Yet,

"Surely, somewhere afar
In the sounding labor-house vast,
(Of being, is practised that strength,
Zealous, beneficent, firm."

We must have faith that life is but beginning for her—that her powers are at last finding full play, when earthly limitations with their hampering weights are put by, and effort and aspirations are at one with achievement.

of the Empire is essentially spiritual, it is a unity based on a common love of freedom. The scheme of an Imperial fund was a menace to the free and spontaneous development of the spirit of loyalty. The only contribution Canada could make consistently with true Imperial unity was in enlarging her own naval and military resources as occasion might demand. There would be co-operation, certainly, but it would be free co-operation. Mr. Philp, in summing up, claimed to have proved that the Imperial bond was spiritual in its nature, and not external and mechanical, that in our relations with Britain we must hold to the fullest possible autonomy, that development along this line is in the best interests of both Britain and Canada, and that the autonomous policy is perfectly adaptable to the needs of Imperial defence.

Mr. Munro then entered the lists for the affirmative, and after warming to his subject, made an excellent speech. The speaker endeavoured to show that the only way in which Canada could discharge her duty was by contributing to an Imperial fund. Canada's present policy was pusillanimous and shameful; we received a multitude of favours and benefits from Britain and made no adequate return. When time was called Mr. Munro was earnestly insisting that no compulsion was involved in the proposed scheme.

Mr. McLeod, supporting the negative, took the ground that the scheme set forth in the resolution was impracticable. A central board would be necessary for the administration of such a fund, and difficulties would at once arise in connection with appointing

colonial representatives. (On what basis would the representation of any particular colony be determined? There was no basis for deciding the question of relative representatives. Again, if the board of control were constituted, there would still remain the difficulty of apportioning the contributions of the various colonies. Having shown the impracticability of the scheme proposed, the speaker went on to argue that true Imperialism demanded that we should maintain a strictly autonomous position with regard to naval and military interests. The charge of ingratitude was met with the argument that Canada was not a charge upon Britain. On the contrary, Canada relieved the Mother Country from all her anxiety in this part of the world, and in point of fact Canadian independence would impose additional burdens upon great Britain. Mr. McLeod's speech was well received.

Mr. Gillies closed the debate with an able statement of the general argument for the affirmative position.

The judges then retired, and after deliberating about a quarter of an hour returned a verdict in favour of Queen's.

A musical programme, consisting of selections by the Mandolin Club and vocal solos by Mr. J. M. McDonald, formed a pleasing feature of the evening.

To Mr. J. L. Whiting, K.C., chairman of the board of judges, fell the sad duty of announcing the death of Dr. Smythe, who was to have been present to assist in awarding the honours of the debate. (On his way to the University Dr. Smythe had been taken suddenly ill, and before medical aid

could be summoned, had passed away. This announcement cast a gloom over the meeting, and the decision which would otherwise have been greeted with tumultuous applause was received in silence.

Arts.

DEUTERO-Isaiah and the Logos doctrine have so puzzled the poor Arts editor that his brain is all in a whirl and consequently the readers of this column will have to put up with some dizzy ideas. Sartor Resartus and the McGill-Queen's hockey came upon the scene and rather upset his thinking apparatus, while good old St. Valentine, along with all the nice things he brought, didn't favor the distracted writer with a theme upon which to say a few words. Still it is always necessary to fill space in the JOURNAL even though you don't say anything—and it seems to me a fortunate thing that we have this advantage over our readers—so we shall venture a word regarding the late conference. We have not called it a theological conference—if we did so the Divinity editor might think that a report of the proceedings was more *germaine* to his column than to the Arts column, and for a better reason still we would rather consider the conference as being more cosmopolitan. The meetings represented not especially theology, but every department of university life from the present state of the critical problem to the question of forestry. In this conference all divisions, if there are such, between the different faculties, were lost sight of, the different elements of university education were brought

closer to one another, and a fresh impetus was given to stir the sleeping soul.

At the request of a number of freshmen we submit some old-time "boarding-house" geometry. It has been corrected and revised since its first appearance, and is now published in neat book form with an introduction by a member of the class of '03 in Arts. This little book may be had along with the remaining six issues of the JOURNAL for 50 cents. Those who wish to take advantage of this offer might kindly call at the JOURNAL sanctum between the hours of ten and twelve in the forenoon and two and four in the afternoon.

We herewith submit a specimen page of what this book contains:

DEFINITIONS AND AXIOMS.

All boarding houses are the same boarding house.

A single room is one which has no parts and no magnitude.

A wrangle is the inclination of two boarders to each other that meet at a point but are not in the same room.

The landlady of a boarding-house is a parallelogram—that is, an oblong and angular figure which cannot be described and is equal to anything.

POSTULATES AND PROPOSITIONS.

A pie may be produced any number of times in any direction.

A bee line may be made from any one boarding-house to any other boarding-house.

The clothes of a boarding-house bed, though produced ever so far both ways, will not meet.

If from the two extreme ends of any



RIMBARK

The beautiful one - "Why do you girls always kiss each other when you meet?"
She - "Because we do - to each other as we would that others should do unto us."



RIMBARK

IS A DADDY ALWAYS NECESSARY?



RIMBARK

Some guests were short.
Some guests were tall.

A FEW SNAPSNOTS
- AT -
THE CONVERSATO.

And They say he
was a Scientific
man too.



boarding-house there be drawn a line passing through all the rooms in turn, then the stovepipe which warms the boarders will be within that line.

If there be two boarders in the same house on the same flat, and on the same side of that flat, and the amount of space for the one be equal to the amount of space for the other, each to each, and the wrangle between one boarder and the landlady be equal to the wrangle between the landlady and the other, then shall the weekly bills of the two boarders be equal also, each to each. For if not, let one bill be the greater. Then the other bill is less than it might have been—which is absurd. Therefore, both bills are the same.

Q.E.D.

Divinity.

FROM the opening address of Principal Gordon to the last lecture by Prof. Dupuis a high order of excellence was maintained. Perhaps the Principal was watched more closely than any man at the conference, and we believe that he surpassed the most sanguine expectations of his audiences. His address to the University Council showed that he had the prophetic vision and the power to move us on towards the high ideals that keep ever dawning on us as we advance. "Queen's must have no dead line—no finality—but must ever follow with open mind and heart the Spirit of truth who will lead us into an ever fuller life."

The pity is that the number in attendance is not many times larger. The minister above all men must be intensely alive and working. The true shep-

herd must not loll complacently in the shade, while the sheep are nibbling an existence on the sun-burnt pastures, on which indolence and narrowness keeps them year by year; but he must be seeking green grass and fresh streams if he would bring them more abundant life. This the Alumni conference of "Queen's" will help him to do.

We were pleased to see the Methodist ministers taking their full share of the work. It becomes clearer to our mind all the time that the only real bond of unity after all is faith in, and attachment to, truth. When men honestly set themselves to work, not to find sentences to back up preconceived dogmas, but to sincerely search for facts that they may come nearer to the heart of things then there is a real fellowship—a real bond of unity. Men engrossed in such a search forget that they belong to this sect or the other sect. They have no time for such trifles, for the glory and the power of the true vision is upon them; and so it is that until we have the open minds of little children, we can in no wise enter into the kingdom of heaven or realize the fellowship of the Spirit of truth.

THE STUDY OF HEBREW LITERATURE.

The Principal, in his address to the University Council, uttered this sentence: "There are many reasons why the English Bible should find some place in the curriculum of a Christian university. I know no valid reason why it should not; and it may be that here in Queen's we have the freedom and the facility for rendering specially helpful service to our students in this important field of culture."

It seems strange that a book like the Bible is often made the cause of bitter contention. If men would read Shakespeare or Wordsworth simply to find proof texts for some preconceived theory would they not fail entirely to receive the real worth which these writings have in store? So it is with the literature of the Hebrews.

Of course, our professor in English does make use of Hebrew literature and uses it with a masterful hand, as was evidenced in his lecture to the Alumni. But can he not render us a still greater service along this same line? Perhaps nothing would so help a professor to overcome in his pupils the tendency to bombast and verbosity as the study of Hebrew literature. Its style is so pure, simple, direct, so void of sham, so full of glowing life and vividness that it must surely proceed from wholesome views of life that can do no student harm. If it were given an optional place on the Arts curriculum it would enable the theological student to give more of his time to science, and the Science and Arts students to become more acquainted with Hebrew literature, a change which we believe would be better for all. To take this matter in hand, we know of no man better fitted than our own Prof. Cappon, and of course we would expect him to treat the poetry of Isaiah or the Psalmist in the same way as he treats that of Wordsworth or Browning.

CROSSLEY AND HUNTER.

We believe that every community and every church, should welcome any movement that will tend to give to the individual and to society a more wholesome and sturdy life. Religion can help men if it can give them

an inspiring idea of God and show them that He deals with men in a way worthy of His most wise and perfect nature. Jesus came to give us life—a richer, a more abundant life. His was the complete life that He would have us possess. No man was more anxious that humanity should receive good. He understood human nature well and knew the best method to pursue. Can we imagine Jesus entering into a synagogue and giving a performance such as Messrs. Crossley and Hunter gave on their first Sunday evening in Kingston? Can we imagine such stories as they told, passing from His lips? Can we imagine Him making such appeals as they make, that men may hold up their hands to be prayed for? These are things worth thinking about. It is possible, even with good intentions, to do more harm than good. It is possible to have a number “go forward” and also in a far larger number to create disrespect and irreverence for God and religion. It is an easy thing to talk frantically about the Bible and to consign “higher critics” to the warmest parts of the hot regions. It is another thing to know what is in the Bible and to sympathize with men who have difficulties just because they allow themselves to think. It is one thing to tell sceptics that they may laugh now, but they will laugh on the other side of their face in the next world. It is another thing to use some earnest thought and study to show them what is real and what is worthy of belief.

WORK AMONGST LUMBERMEN.

Rev. A. Fitzpatrick gave an interesting account of the work that is being attempted amongst the lumbermen. There are now about thirty

camps in which reading rooms and libraries have been established. One great drawback is the inability of about fifty per cent of the men to read or write. Thus it is necessary that one man as teacher should be at each camp. A number have already taken up this work and are carrying it on successfully. The shantymen must be helped, and to do so men must go in amongst them to give them not only mental culture but to teach them true manhood.

Rev. John Edmison, B.A., of Cheltenham, has taken unto himself a partner in life's joys and sorrows in the person of Miss Fitzgerald, of Peterboro. Rev. George Edmison, B.A., was his best man in the crucial ordeal. Among the many presents received by the bride was a piano, so that John will be able still to practice his "basso profundo." We send our best wishes and at the same time look eagerly for a cake for the Hall so that the young men may dream dreams and the old men see visions.

Rev. W. Guy, B.D., of Bath, has accepted the call to Macdonald's Corners and will take charge of the work in a few weeks.

Many, still in college, can recall the name and fame of one of our quondam fellow students, J. A. McCallum, B.A., now a third year theolog. at Union Seminary, N. Y. John's oratorical powers, like some other good things about which, however, divinities are not expected to know a great deal, appear to be improving with age, for at the last report the JOURNAL had of

him, he had been chosen as representative of the final year to address the class of freshmen at their annual reception.

FAMILIAR ALUMNI FACES.

Rev. Stewart Woods, B.A., the famous humorist of '96, is as happy as ever and assures us that he is enjoying to the full measure all the ordinary blessings.

Rev. T. Heeney, B.A., wears the clerical suit with grace and carries also the same old genial smile that we like to greet.

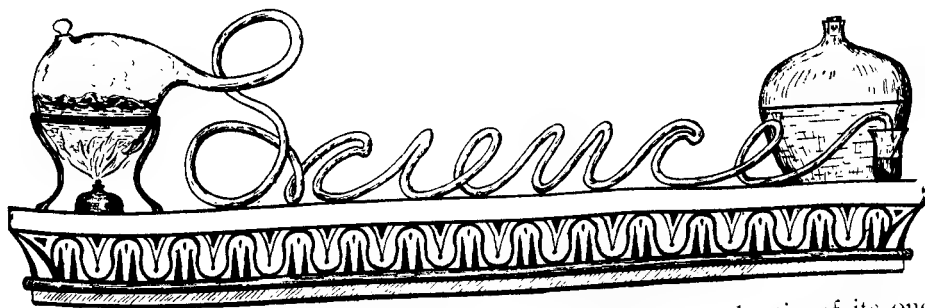
Rev. W. C. McIntyre, B.A., spared time to greet the brethren at the conference, but did not favor us with a paper. At one time he was an ambitious orator in the bud, and we wonder how much he has sprouted.

Rev. Messrs. Laird, Strachan, Thomas, Salem Bland, C. E. Bland, Crummy and Macgillivray, favored us with papers of a very high order. Dr. Milligan presided in his usual unique manner.

Rev. Messrs. Harper Grey, of Dundas, Turnbull, of Bowmanville, McConnell, of Morden, and numerous others, were with us and seemed to enjoy themselves.



THE LATE DR. E. H. SMYTHE, K. C.



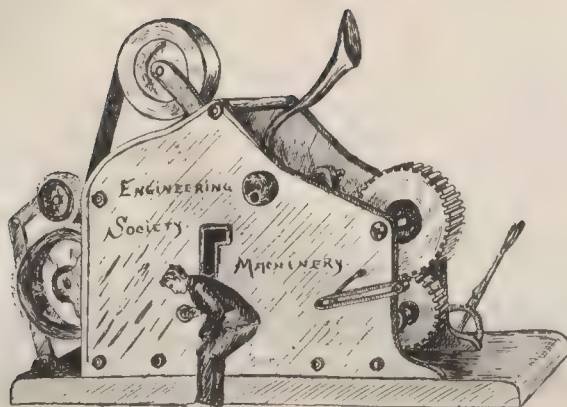
A MID-WINTER NIGHT'S DREAM.

THE hour was almost midnight when I had finished my work. and after a cursory examination of the completed task, I filled my brier with good old "sun-cured," extracted a match from the holder and "smoked up." The rest of the boys had gone to bed, leaving me with my pipe to finish the best part of the day alone. So, tilting my chair far back and with my feet on the table, I watched the magic restless wreaths of smoke float upwards from my lips. Curling and circling, the fragrant mist seemed like some fine interlacement of infinitesimal threads that wove themselves as fancy dictated into delicate tracery or gruesome shape.

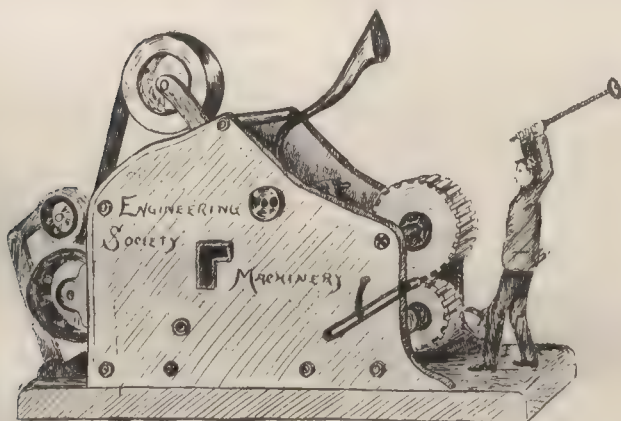
Watching these fairy pictures I fell to thinking of the future and for all it contained for men of the engineering profession. What would we be, and what would be the end? So intent I was in trying to pierce that heavy veil that hung between me and the years to come, I had not noticed that the smoke from my pipe had grown thicker and was even now forming the shadowy outlines of what seemed to my half-closed eyes a human form. As I looked, the apparition grew and took more definite shape, until it stood completed before my astonished eyes.

Red it was, from the tip of its one curved horn to its cloven foot; a forked tail hooked over an arm that terminated in a claw-like hand. The other claw extended towards me, as if asking for my own hand in friendly greeting. The face? Great Fresenius! the face of Mephistopheles looked into mine with a complacent grin. Then slowly the lips parted, and like liquid fire the words fell upon my straining ears: "You would see the future? Come then with me and it shall be unrolled before you." Hardly realizing what I did, my hand slipped into that extended claw, and with irresistible force I was dragged down, down, down, so quickly that I could not catch glimpses of the geological strata through which we passed.

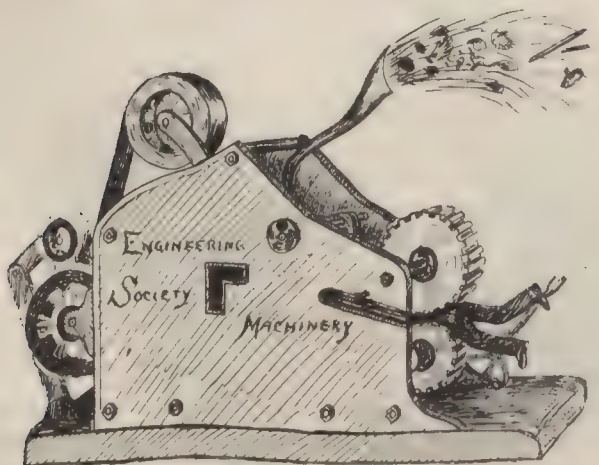
Suddenly we seemed to emerge into a large area, and with slackened speed landed at last on a small hill. After catching what breath I could, for the air was heavy with fumes of S O , my guide, bidding me follow, started down the slope, picking his way through masses of broken rock that strewn the hill-side. As we approached the bottom I could hear now and then a muffled roar, not unlike the sound of Science freshmen attending a Math. lecture; and on turning the corner of a large rock the whole panorama was before me.



There is a cligue, must be something wrong



Guess I will fix it



— — — — —

I was so absorbed in watching a group of men directly before me that I was nearly knocked off my feet by a wild creature with a foot-ball under his arm, who kept tearing about hither and thither as if possessed.

"Who is that man and what is he doing?" I asked "Oh, that is your friend, E. M--l-ne; he has a game of foot-ball lasting ten years, and he is under the impression that he must make 1009 touchdowns to win, there being always only two minutes to play." It was pitiful to see his anxious, straining face, and I would have spoken a word of comfort had not my guide hurried me on. A few steps brought me before a man bending over a large rock. No need to ask who he was. I knew at once—B. St--ch--n—but could not make out what he was doing, until I noticed a countless number of thumb-tacks driven hard into the stone. Then I understood; he was trying with his naked fingers to pluck the tacks from their position, but alas! poor fellow, he had no sooner dislodged one than another took its place, and all his work must be repeated.

From this sad spectacle I turned to watch the group that I had seen the minute before; and on closer inspection was able to recognize (with difficulty, as the faces were much distorted) T. Su--h--nd, K. M--K--y, A. C--tw--ht, F. R--d and H. B--l--ur, standing in a circle about a large evaporating dish from which the green fumes of some mysterious liquid were arising. Suddenly an explosion took place, followed by such a dense cloud of the acrid fumes that I was unable to see anything.

To be continued.

TAILINGS.

The first Science dance has come and gone, not without, we think, some measure of success due to the unfailing energies of a hard-working committee. Science thanks these gentlemen from the bottom of her crucible. May she always be served as faithfully.

The JOURNAL extends its sincerest sympathy to Sam Squire, and wishes with every Science student, that he may soon be able to kick every friend he has.

Mr. Collins has been confined to his room for the past few days through a serious illness—his laundry did not come in time, and Ross had his other one borrowed.

Henery—Where are you going, Rip?

Rip—Crazy.

Henery, soto voce—You ain't got far to go.

If you never saw a case of nigger-driving just step around to the mill and watch Stan. Graham put Jess Baker and B. Pense through their paces screening ore.

The editor wishes to acknowledge the receipt of a most beautiful valentine. He didn't know he was so popular.

Weary W. W. was willingly wandering womenwards, when we went to press. We wish W. was wiser.

The business representative for Science has been annoyed lately by re-

ferences slightly made to an illusionary uncle. Any repetition of this offence will be electrically prosecuted.

THE DANCE.

Since the dance has been a-brewin'
There has been a pile of stewin'
By the boys who on the venture took
a chance,
But that trouble isn't in it
With some chaps, for half a minute,
For—hang it—Peggie's gone and
learned to dance.

There's a two-step practice doin'
When the classes should be goin',
And even 'Ma' McNeill's begun to
prance,
Since a yarn is bein' whispered
That Stony's feet are blistered,
With teaching Peg. and Jesse how to
dance.

Suthy talks of quittin' minin',
And his face is bright and shinin'
When he thinks of 750 and a manse;
For he longs to leave the tearin'
And the polished Gaelic swearin'
When Peg. and Fin. and Jesse try to
dance.

In the mill they do a five-step,
On the street they do a three-step,
They cultivate a graceful elegance;
But there'll be somethin' doin'
And a pile of trouble brewin'
When 'he' McCallum starts to learn to
dance.

The JOURNAL takes pleasure in presenting to its readers the new design which appears at the head of the Science department. Science has also contributed several well-executed cuts which tend to make the JOURNAL an artistic, as well as literary, success.—Ed.

Ladies' Department.

THE PRINCIPAL'S FIRST ADDRESS TO THE GIRLS.

We were more than delighted last Friday evening at our Y.W.C.A. to have our Principal with us. We appreciate this privilege, not only for the splendid address he gave us but for the evidence thus given that even in the present press of duties he was willing to give this hour to meeting and talking with the women students of the University.

With a few appropriate and fitly-chosen words of welcome the president, Miss Byrnes, introduced the Principal to us, and gave the meeting into his charge. After reading Psalm XV and Phil. IV 1-8, followed by a prayer, Dr. Gordon gave us a most enjoyable and inspiring talk. Beginning, he expressed his pleasure at thus having an opportunity of meeting with the girls, and assured us, that having a daughter in college he could all the more readily understand and appreciate our difficulties and pleasures; and we might therefore find him quite in sympathy with every phase of our life here. He then proceeded to speak to us as college girls, believing that as such we must have much in common, both among ourselves and with other college girls, something which has led us each one to seek a realization of self through the education and life which a college course affords.

As students, we all experience a great change in our lives. In the training of the judgment, broadening of the horizon, quickening of the instinct, we begin to see life in a different light. We cannot come in contact with professors and students with-

out having a change wrought—a change which is almost unconscious, which we scarcely realize until we waken up to the fact that we have a different view of life. It is to be hoped this change is that of an upward growth, an enlargement of the capacity of human life, and that the growing acquaintance with what men and women have done in the past will quicken our desires to do the best in things to come. The enlargement of vision, which must always come to the true student, enables us to take a more hopeful view of life, to see life more truly, and to come to a knowledge of what is the real significance and outcome of life. As Browning says in "Pippa Passes,"

God's in His heaven,
All's right with the world;
and again in "Rabbi Ben Ezra":
Grow old along with me,
The best is yet to be,
The last of life, for which the first
was made.
Our times are in His hand
Who saith, "A whole I planned,
Youth shows but half; trust God;
see all, nor be afraid."

Continuing, he said we as students were, to a certain extent, as one regarding aim, yet our paths of life as graduates, or when we leave college, will diverge greatly. Some will re-enter the home, and to these the Principal had a special message. If, after our life here, we return to the home life, which is the foundation of the civic and the national life, it should be with a determination to brighten and beautify that home circle, to enrich it from the stores we have received; because whatever the range of life, our light should shine most on those nearest and

dearest—that is, on the home circle. After the college course there is too frequently a narrowness and restraint felt with the home life and surroundings; but it must be remembered that this is not fostered by a university training, but belongs to the spirit of the individual. It should not be a part of education to make us dissatisfied with home, but should draw us nearer to the home life, and show us our duty lies not in cherishing discontent, but in carrying back something of the wealth we have received, the quickening of hope, and broader outlook in life, mindful always of the home sacrifices and economy which have perhaps been necessary to give us such an advantage.

In regard to women entering the professions, there have been great changes wrought in that line, and in many cases advantages and blessing have accrued from the enlargement of women's sphere. There should be the largest possibilities thrown open to young women, and they should avail themselves of all the advantages possible, believing that Christian common sense will provide the limit as to what is appropriate, both in occupation and in recreation, for the truly womanly woman.

The Principal then addressed us as Queen's students, reminding us of the spirit of Alma Materism which has ever been synonymous with the name of Queen's. This he attributed to the ideas and ideals which have always characterized this institution—granting to the students the largest possible freedom, and relying upon the students to recognize the responsibility that freedom brings. In other words, I am free to do what I ought to do, to be a law unto myself—the higher law

of the best self. Along with the freedom to recognize the higher life, comes freedom to serve, to make life of the largest possible usefulness. We who enjoy a university education, with its accompanying advantages, are constrained to render better service to others, because life depends on a spirit of service and sacrifice. There are the two modes of life: that of the diamond—everything tending to increase its magnificence, to make it brighter and more brilliant, every effort directed towards self; then there is that of the seed—dying to self in order to live. Which life is ours? Only as we strive to serve do we make the most of life, and these ideals which have always marked the life of this University should be cherished by every student, and stamped upon the life and character always.

We have all studied sufficient ethics to know that to aim at happiness does not mean to obtain it. Aim at duty, rather, and the happiness will follow. Happiness will not come by conscious seeking, but of its own accord, to those who take up life in earnest, and the richest in self-sacrifice are always the happiest. Follow the line of duty, and the line of beauty will follow you. All our university training, lofty ideals and attainments are but efforts to fulfil the thought of the Apostle: "Whatsoever things are true, whatsoever things are honest, whatsoever things are just, whatsoever things are pure, whatsoever things are lovely, whatsoever things are of good report; if there be any virtue, and if there be any praise, think on these things." "The more our thoughts turn towards them, the more our efforts go towards

them; thus we form conscious habits, and with habit we build character."

We shall not soon forget the message from our Principal, spoken in his own impressive way. It has given him a place in our hearts and greatly endeared him to us, because we feel he is our friend. But it has done infinitely more, too, for it has furnished food for thought, and has sown seeds which we know will yield a harvest, and we hope a bountiful one. A few words of our sincere thanks tendered by the president, brought our much-enjoyed meeting to a close.



THE LATE MISS GRANT.

THE ALUMNAE ASSOCIATION.

The third annual meeting of Queen's Alumnae Society was held in the Levana room on Thursday afternoon, the president, Mrs. Shortt, in the chair. Some interesting questions were discussed, among others, the advisability of requesting the Senate to provide for women students a course in Social

Science leading to the degree of B.Sc. It was decided, however, to leave this request to be made by the women students themselves when they should feel the need of such a course. With a view to helping and encouraging Queen's women to pursue post-graduate work, a committee from the Alumnae was appointed to collect information about scholarships offered by the various American universities. The election of officers resulted as follows: Pres., Mrs. Shortt; vice-president, Miss Fowler; secretary, Miss Brown; treasurer, Miss E. Malone. The most pleasing feature of the meeting was a very interesting paper read by Miss McNab, M.A., on "The Women of New France." To Miss Murphy, M.A., the author of the essay, much praise is due for the careful and pleasing manner in which she presented her subject.

At six o'clock the ladies of the Alumnae left the dim regions of the Levana goddess to gather round a cheery table spread for them in the museum, where they welcomed to their midst several members of the graduating class. The birds and beasts of the glass case, who had grown weary of learned discussions on Jonah and his whale, looked relieved and glad to hear the rustle of skirts and the hum of gentle voices. How they pricked up their ears and grew interested when the toasts were proposed! No wonder. For they, too, would be glad to drink to the health of King Edward, to our sister universities, to graduate teachers and house-keepers, to Queen's Y. W. and Levana Societies. Our friends of the glass case could not but be interested in the bright and merry speeches that came from graduates and students. Had they been members of

the Y. W. and Levana Societies, they with the others would have been proud of the neat and graceful speeches of their two presidents. And who of those who sat about that table but felt the inspiration of Mrs. Shortt's words of hopefulness and kindly advice? In years to come those days of Auld Lang Syne on the Old Ontario Strand will ever be remembered with loving, loyal hearts by every alumna of dear old Queen's.

PERSONALS.

The many friends of Miss McNab, M.A., '01, were pleased to see her in our midst again during Alumni week. Miss McNab, we believe, is proving that a college education does not unfit a woman for domestic duties, and that the winner of medals and scholarships can quite readily adapt herself to home life.

The Conversat. brought back to college halls once more many once familiar faces, among them Miss Jessie Wilson, B.A., '02, who is also enjoying life at her home in Gananoque.

Medicine.

PSEUDO-AMBITION.

ONCE upon a time there was a young doctor, with the ink on his "sheep-skin" still dewy, who hung out his gilt-lettered sign in a town up West, thus announcing to the community his ability to do medical and surgical things to those in need of the same. Now, this young green tree of knowledge, this verdant mixer of drugs, was (all unconsciously) suffering from that toxic disease of youthful know-alls — *Cranium Inflatum*. The bones of his top gallery were con-

tinually on the stretch, so great their elasticity that the hardest knocks failed to leave even the slightest trace of any impression. His cerebral substance had undergone what is known as functional cystic degeneration, the cysts being filled with delusions of grandeur and other debris. What he did not know could be put into about three millet seeds without making their capsules at all tense. He threw it on several layers deep. "Look as if you were doing all kinds of business, and had rolls of the green stuff," was one of his favorite mottos. He had a regular fit-reform wardrobe and dressed to the limit. A gold-mounted thermometer case peeped from his vest sulcus, and when optics were on him he toyed with it. Well, this infantile Aesculapeite, believing that horeses were fast going out of date and before long would only be seen in sporadic cases, sank his bank account into an automobile. He was bound to have the correct thing, and what a diagnostic sign of success it would be! Just one lesson from the agent on the anatomy and physiology of his *nil-ante* go-cart did he need to know perfectly how to treat it. Now, at this time he had a heart lesion for one of the fair daughters of the place whom before long he hoped to annex by bonds of marriage connective tissue. To take the damosel out for a spin the day after he gets his machine is his first care. All over the place they circulate to stimulate the optic nerves of the simple townsfolk, and let them know of the prosperity of the new young physician. Then the engineer turns the course into the country along the gravel road. With the throttle dilated to the full, how they do zip along, the telegraph poles looking like a high board fence. A

cow is displaced from the track, and the car, upon running over a few sheep, almost undergoes coagulation necrosis and breaks down, but the fibrotic structure withstands the strain and all is well. But now, just in front a sharp bend in the road is seen—time to slow up. What's this? He backs water on the "speeder" and pulls the lever; there is no reaction. The autobetter will not undergo resolution. For once his treatment is at fault and the prognosis is most grave. Jerks and pulls are negative. In despair he tries to stop the pathological workings of the internal viscera of his benzine buggy by puncturing the oil tank. And what of the girl? As she sees right in front at the curve a rocky tuberosity, wild with fear she endeavors with a hat pin to stab the pneumatic tires. In spite of all the prophylactic measures the automobillygoat heads right for the calcareous mass—chaos, then all is dark.

Upon coming out of it, the motor specialist finds himself in the corner of a rail fence, on the left occipite posterior position. No bones are broken, for he lit on his vertex, which acted as an air buffer, thus minimizing the shock. He manages to proliferate slowly over to the broken-down caseous mass; and then he extricates his hysterical companion from amid the ruins. A farmer happening along, driving a team of the 'out-of-dates', gives the contused couple a lift back to town.

Next morning the doctor bought a hat three sizes smaller than the one he lost and found it an exact fit. The young lady having broken the engagement in the accident, he moved away to a far distant village and is there working up a practice in the good old ordinary way.

J.L.

Professor in Surgery (performing a pseudo-operation for the benefit of the final year): "Gentlemen, in removing the appendix, you first make an incision about three inches in length, so: carefully raise the caecum and feel (suiting the action to the word) for the appendix. (A piece of chalk is extracted from the wound amid muttered imprecations from the Prof. and smothered laughter from the 'gods'). To continue, gentlemen(?), insert the knife—I don't see any trouble about this—and cut across the—cake of soap!! At this point a thunder-storm burst in the room, gentle footsteps quickly pattered down the hall outside. and for the next five minutes there were "things doing."

SECOND YEAR STUNTS.

'Mugsey,' '05, describing a certain soprano's high note: "Why she can go 'way up high and twist 'round."

'Shannon,' of the (0)6th, conferring with his second, Joker K--ys, the day after the battle in the hall: "Revenge! Revenge! I'll fight him with the long-distance telephone!"

'Tootsey' O'C--nn--r, '06, seeing the scrap: "Sumbuddy hould me! G-r-r-!"

Prof. in Materia class, to Tansy R--nd-l: "Give the action of Gentian on the mouth."

D--yle to R. (in a stage whisper): "Diuretic!"

R--nd--l, to Prof.: "Diuretic!!"—aside to D--yle (as he sees Prof.'s face assume a strange expression): "You — fool, 'tish't either!"

OTHER STUNTS.

It is reported on good authority that Jno. K--ne has been seen in the 7-cent store trying to buy a rubber doll. Why not try Montreal, John?

Eddie Shef. seems greatly tickled over his prospective position. The final year are now waiting with dilated ears and exophthalmic eyes to ascertain whether he is going to spring another joke or just wear his red socks again

N.B.—Let it be the socks, Eddie!

The president has returned from a Napanee house-warming with extreme aphorea; it reminds us of the white-haired boy of the entertaining committee, two days after the dinner.

'Foxy Quiller,' entering drug store, hatless, breathless and perspiring: "Say, mister, what's good for a woman with a crushed finger?" In a few minutes he emerged, radiant, carrying in his hand three "little devils" and a lead acetate lotion.

Professor (exasperated beyond all endurance) apostrophising to final year: "You are the d---t lot of students I ever saw."

A noble art is chemistry,
Replete with information
Of how to fool with slops and things
For our great delectation;
We learn to split all matter up,
With the greatest of facility,
But all the same we can't destroy
The indestructibility.

Just split the small bacteria
By dozens, hundreds, trillions,
And still there'll be in half an inch
Four hundred thousand millions;

Or pick a drop of water up
And watch it half a minute,
You'll see the little molecules
All skipping round within it.

And when you lift a schooner high,
All foaming in convulsion,
Straight down your throat the beer
will fly,

And this they call repulsion;
Yet still our minds are over full
With taking notes on paper,
And I long to be a molecule,
And skip around in vapor.

We do not wish to prevent anyone from following in our footsteps, but we give the following technical term as a mild specimen of our suffering in the study of medicine. Take it in parts or it will dislocate your jaw: Dacryocystosyringokatakleisis. Frequently, when we are accused of swearing, the initiated know that we are only repeating some of our scientific names.

MEDICAL NOTES.

Freshman in Physiology—"Why is the human body like a humbug?"

Senior—"Give it up."

Freshman—"Because it's full of cells."

Practical question—Diagnose salivation from wisdom teeth.

Biology Knights—"Our desire for knowledge is unlimited, and our patience under suffering great, but really we object to hour and a quarter lectures, unless furnished with cushions for the seats.

Sarah G— (at Aesculapian meeting)—"Mr. Chairman, I want this society to understand that if any one

calls me "Sarah" at next year's dinner I will have him arrested; I will, I swear it under the lost hairs of my upper lip!"

Athletics.

HOCKEY.

Queen's, 7; McGill, 0.

Varsity, 6; Queen's, 5.

McGill, 2; Queen's, 1.

DESPITE the criticism of the Montreal papers, the game in which Queen's defeated McGill was very fast hockey. Again and again the large body of McGill students who, with their Glee Club, were present to gloat over their team's victory, were electrified by the speedy rushes of the fast little forwards of Queen's.

The size of the Arena hockey rink, which appeared fatal to Queen's chances, was really an advantage, for their forwards' superior skating counted then for the most. The McGill team, expecting an easy victory, after the first goal seemed to lose heart, and Molson at point did not receive the support from the rest of his team that he should have had. Though the McGill forwards played well together, they were weak in a very important point, namely, following back.

The referee, Mr. Quinn, of Montreal, was not strict enough. Again and again off-sides were not called, nor were rough players penalized. A small number of Queen's supporters made up for the scarcity by their enthusiasm. At the close of the game Dr. Anglin entertained the Queen's seven.

VARSITY-QUEEN'S.

The outcome of this game justified the saying that 'there's nothing so un-

certain as a dead sure thing.' The majority of Queen's students expected an easy victory. The smallness of the rink, the heavy ice, and, strange to say, the referee, all militated against us. The Torontonians neglected to secure the Montreal man demanded and 'Bunt' Dalton refereed. Afraid to seem partial to his home team, he let much rough play go by that should have been punished. Weight and body-checking counted for more than speed and stick-handling, and it was the former that won Varsity the game. Mills made some phenomenal stops. MacDowall and Knight also played very strong games.

Queen's outnumbered Varsity in supporters, and the Gaelic slogan surprised many of the effete southerners.

M'GILL-QUEEN'S.

How doth the coll. sit desolate that was full of glory! She that was great among colleges, how is she fallen! Her prophets have seen vain and foolish things for her, and are now a jest to the profane, yea, to them that point with the finger and say, "Aha, it is a go!"

They of McGill have devised mischief against us, have bent their bow, and rudely delivered goods not of our choosing. Woe to us who for fifteen years have called ourselves It, for how are we fallen! Woe, woe, the jig is up!

But it was not McGill that defeated us Friday evening. It was destiny. Poor luck in shooting was the cause. To say that Queen's shot on the McGill goal fifty times would be no exaggeration, while on actual count there were only four shots on the goal of the red, yellow and blue.

In the earlier part of the game Queen's set the pace and had it not been for the efforts of Molson, they would have scored a dozen times. Wilson had his hand cut and a long delay resulted. Then after a few moments' play, Molson made a fine rush from one end of the rink to the other, passed to Sims, who scored.

A few seconds before half-time Richardson passed from the ring to Walsh at centre, who scored Queen's one and only goal.

Again and again in the second half the puck was down on the McGill goal and how it was saved is hard to say. After one of the mix-ups Walsh was ruled off, and it was while Queen's were playing a man short the second McGill goal was scored by Wurtele.

Six times afterwards did Wilson, Merrill and Knight strike the McGill goal posts with the rubber, while the spectators held their breath and looped-the-loop in nervous expectation. Six times did the Queen's forwards go down the ice and shoot, while their backers kicked flies off their left ears in anxious hope, but each time some evil spirit would interpose itself and the rubber would go half an inch to the left or right.

For McGill, Molson and Ryan were the stars; for Queen's, Merrill, Wilson and Walsh. Knight did some very fine checking.

Evans, of Varsity, refereed the game. Six players were ruled off: two Queen's, four McGills. Near the close of the game, Young, McGill's cover-point, was injured, and another long delay ensued.

"GILLY-WILLY."

We've clashed with many men inside
the rail,
And some of 'em could play and some
could not,
The Varsities, the Red-coats, and old
Yale,
But the Gillies were the finest of the
lot.
We met 'em first in spring of ninety-
five,
A lot of "Vics." and "Shams." and
touted fellows
Who swore to eat old Queen's right
up alive,
And hear no more of Reds and Blues
and Yellows.

So, here's *to* you, Gilly-Willy, at your
home in Montreal,
What you swore to do, you didn't—
pride goes before a fall,
For we had a team of MAGNUMS,
Randy, Ray, Fen, Dunny, Guy,
And they crushed you, Gilly-Willy,
saying, "Come back bye and bye."

You took to writing stories full of
"me's,"
That we were scared to don our skates
and roam,
Forgetting that the Shamrocks cross
the seas,
While Defenders skud and skim along
at home.
But we knew you'd give up ink and
come to ice,
Perhaps some time when all thought
we were goners,

And right we were, the Gillies came up
twice,
And twice we sent 'em back without
the honours.

So, here's *to* you, Gilly-Willy, at your
home in Montreal,
On the steel-things you're a daisy, but
on paper you're all gall,
Then we had a team of MEDIUMS.
Ward, Bunt, Spider, Jock and Guy.
But they licked you, Gilly-Willy, say-
ing, "Come back bye and bye."

For eight long years we held the place.
so dear
To all who love to make the rafters
ring,
All hoping that the time was drawing
near
When inter-college games could be the
thing.
At last it came—again we hear the
fuss
The Gillies made in all the daily pa-
pers,
'Bout what forsooth their team would
do to us
Ice-wagons, who were only fit for
scrapers.

So, here's *to* you, Gilly-Willy, at your
home in Montreal,
We scored as many as make a team,
and you got none at all,
Yet we had a team of MIDGETS.
plucky peewees played the game,
It's a case of Willy-Nilly—"Old
Queen's gets there just the same."
"CAELCAP."



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\$1.—Ladies' 2 PB genuine French Kid in Steadys' Special and Marcelle brands; colors—Tans, Browns, Greys, Pearls, White, Black.

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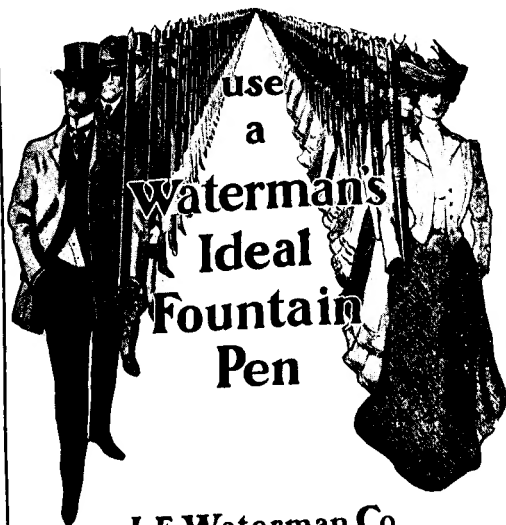
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Educational Department Calendar

January:

1. NEW YEAR'S DAY.
By-laws for establishing and withdrawal of union of municipalities for High School purposes to take effect.
5. High, Public and Separate Schools open. Truant Officers' reports to Department due.
7. First meeting of rural School Trustees. Polling day for trustees in Public and Separate Schools.
12. Appointment of High School Trustees by Municipal Councils.
13. Clerk of Municipality to be notified by Separate School Supporters of their withdrawal.
14. Annual Reports of Boards in cities and towns, to Department due.
Names and addresses of Public School Trustees and Teachers to be sent to Township Clerk and Inspector.
15. Trustees' annual Reports to Inspectors due.
Application for Legislative apportionment for inspection of Public Schools in cities and towns separated from the county, to Department, due.
Annual Reports of Kindergarten attendance, to Department, due.
Annual Report of Separate Schools, to Department, due.
20. Provincial Normal Schools open (First Session).
21. First meeting of Public School Boards in cities, towns, and incorporated villages.
27. Appointment of High School Trustees by County Councils.

February:

4. First meeting of High School Boards and Boards of Education.
28. Inspectors' Annual Reports, to Department, due.
Annual Reports from High School Boards, to Department, due.
Financial Statement of Teachers' Associations, to Department, due.
Separate School Supporters to notify Municipal Clerk.

March:

31. Night Schools close (Session 1902-1903).

April:

1. Returns by Clerks of counties, cities, etc. of population, to Department, due.
9. High Schools, second term, and Public and Separate Schools close.
10. GOOD FRIDAY.
13. EASTER MONDAY.
14. Annual meeting of the Ontario Education Association at Toronto.
15. Reports on Night Schools due, (Session 1902-1903).

N.B.—Departmental Examination Papers for past years may be obtained from the Carswell Publishing Company, No. 30 Adelaide Street, E., Toronto.



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N.B.—This year, 1902, will be the close of the Quinquennium.

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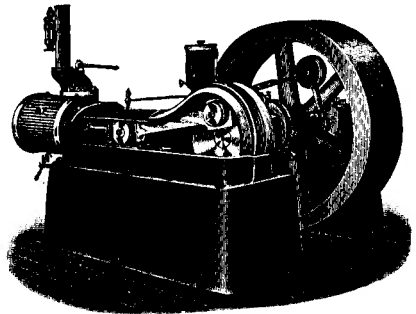
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